INTRODUCTION
What is the range of online Traffic Safety Education resources for students and teachers in Victoria and how should they be used effectively? To what extent can the use of online resources support improved student learning outcomes in Traffic Safety Education? In the context of the Victorian education system, how can teachers access and use their own professional learning online to build their capacity to support improved delivery of Traffic Safety Education to their students in the classroom? This paper explores access to the use of Traffic Safety Education online resources, makes some observations about the increasing use of online resources by teachers and students, identifies some key approaches to online resource development and discusses the critical success factors in classroom delivery.

The paper deals not with proving the value of online resources and activities but with the value of using online resources and activities in the learning and teaching process. Using the ever-expanding digital world is a real, everyday experience for the current schooling generations. It is a tool to enhance learning.

There is continued evidence supporting the inclusion of computer based learning, not as a substitute, but as an enhancement of existing pedagogy to achieve improved learning outcomes and sustained behaviour change.

METHODS
A number of technologies and websites is investigated to highlight the range and degree of interaction and student-centred focus of what is available, including:

• www.education.vic.gov.au/studentlearning/programs/traffic/
• www.tacsafety.com.au/jsp/content/NavigationController.do;jsessionid=BJIGEBCMLGK?areaID=6
• www.vicroads.vic.gov.au/Home/RoadSafety/RoadSafetyEducation/

Selected learning objects and programs are viewed and their intended use described. For example, Figure 1.

RESULTS AND DISCUSSION
A number of observations and principles for effective use of technologies are made including:

• There is continued evidence to support the inclusion of computer based learning, not as a substitute, but as an enhancement of existing pedagogy to achieve improved learning outcomes and sustained behaviour change.

• Learning, in whatever form, means retention. The digital world is a critical element in the construction of knowledge and behaviour and skills, if not attitudes.

• Technology does not have to be highfalingut to be effective. In many cases the new technologies are doing similar pedagogical things just with a new “box” or “screen”.

• Teachers’ selection and use of online resources and learning objects (in Victoria) must be in line with the Principles of Learning and Teaching (http://www.education.vic.gov.au/studentlearning/teachingprinciples/default.htm)

• There is significant investment in the professional learning of teachers to be effective e-learning users and have digital competency. In Victoria, a key online platform for resources, interactive programs and learning objects is being developed, called Ultranet, to provide quality assurance in the learning and teaching digital world.

CONCLUSIONS
There is an ever increasing need for traffic safety education resource providers to cater for the use of the digital online environment to promote effective and relevant traffic safety education in schools.

REFERENCES
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4. Dusseldorp Skills Forum, ”It’s Crunch Time: Raising Youth Engagement and Attainment”, August 2007